

Application Submittal Checklist

The following items are required for submittal of the grant application. Please verify and check off that the items have been included in the application packet.

- 1) Certificate of Good Standing (If the Applicant is an Organization)
- 2) Declaration Statement
- 3) Verify that grant shall be used for a public purpose
- 4) Background and Summary
- 5) Service Summary and Outcomes
- 6) Budget
 - a) Budget request by source of funds ([Link](#))
 - b) Personnel salaries and wages ([Link](#))
 - c) Equipment and motor vehicles ([Link](#))
 - d) Capital project details ([Link](#))
 - e) Government contracts, grants, and grants in aid ([Link](#))
- 7) Experience and Capability
- 8) Personnel: Project Organization and Staffing



NIKI SHISHIDO, EXECUTIVE DIRECTOR

1/20/2023

AUTHORIZED SIGNATURE

PRINT NAME AND TITLE

DATE

**THE THIRTIETH LEGISLATURE
APPLICATION FOR GRANTS
CHAPTER 42F, HAWAII REVISED STATUTES**

Type of Grant Request:

Operating Capital

Legal Name of Requesting Organization or Individual: DbA:

Pacific & Asian Affairs Council

Amount of State Funds Requested: \$ 265,000

Brief Description of Request (Please attach word document to back of page if extra space is needed):

The proposed project, the High School Global Education Program, will serve 386 high school students from across the state, prioritizing involvement of neighbor island and low- to moderate-income youth, in PAAC programs designed to prepare the next generation of Hawai'i leaders for an increasingly interconnected world. Students will deepen their understanding of global issues, practice critical thinking and collaboration, and gain first-hand experience of a different culture through travel to a country in Asia or the Pacific.

Amount of Other Funds Available:

State: \$ 0

Federal: \$ 0

County: \$ 0

Private/Other: \$ 0

Total amount of State Grants Received in the Past 5 Fiscal Years:

\$ 0

Unrestricted Assets:

\$ 433,802

New Service (Presently Does Not Exist): Existing Service (Presently in Operation):

Type of Business Entity:

- 501(C)(3) Non Profit Corporation
 Other Non Profit
 Other

Mailing Address:

1601 East-West Road, 4F

City: Honolulu State: HI Zip: 96848

Contact Person for Matters Involving this Application

Name: Niki Shishido Title: Executive Director

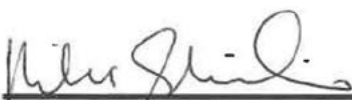
Email: ed@paachawaii.org Phone: 808-944-7781

Federal Tax ID#:

[REDACTED]

State Tax ID#

[REDACTED]



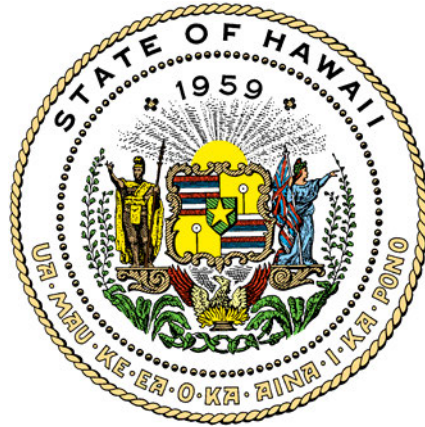
Authorized Signature

Niki Shishido, Executive Director

Name and Title

1/20/2023

Date Signed



Department of Commerce and Consumer Affairs

CERTIFICATE OF GOOD STANDING

I, the undersigned Director of Commerce and Consumer Affairs of the State of Hawaii, do hereby certify that

PACIFIC AND ASIAN AFFAIRS COUNCIL

was incorporated under the laws of Hawaii on 06/20/1950 ; that it is an existing nonprofit corporation; and that, as far as the records of this Department reveal, has complied with all of the provisions of the Hawaii Nonprofit Corporations Act, regulating domestic nonprofit corporations.



IN WITNESS WHEREOF, I have hereunto set my hand and affixed the seal of the Department of Commerce and Consumer Affairs, at Honolulu, Hawaii.

Dated: January 19, 2023

Director of Commerce and Consumer Affairs

**DECLARATION STATEMENT OF
APPLICANTS FOR GRANTS PURSUANT TO
CHAPTER 42F, HAWAII REVISÉD STATUTES**

The undersigned authorized representative of the applicant certifies the following:

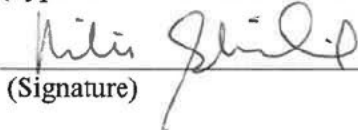
- 1) The applicant meets and will comply with all of the following standards for the award of grants pursuant to Section 42F-103, Hawaii Revised Statutes:
 - a) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide the services for which a grant is awarded;
 - b) Complies with all applicable federal and state laws prohibiting discrimination against any person on the basis of race, color, national origin, religion, creed, sex, age, sexual orientation, or disability;
 - c) Agrees not to use state funds for entertainment or lobbying activities; and
 - d) Allows the state agency to which funds for the grant were appropriated for expenditure, legislative committees and their staff, and the auditor full access to their records, reports, files, and other related documents and information for purposes of monitoring, measuring the effectiveness, and ensuring the proper expenditure of the grant.
- 2) If the applicant is an organization, the applicant meets the following requirements pursuant to Section 42F-103, Hawaii Revised Statutes:
 - a) Is incorporated under the laws of the State; and
 - b) Has bylaws or policies that describe the manner in which the activities or services for which a grant is awarded shall be conducted or provided; and
- 3) If the applicant is a non-profit organization, it meets the following requirements pursuant to Section 42F-103, Hawaii Revised Statutes:
 - a) Is determined and designated to be a non-profit organization by the Internal Revenue Service; and
 - b) Has a governing board whose members have no material conflict of interest and serve without compensation.
- 4) The use of grant-in-aid funding complies with all provisions of the Constitution of the State of Hawaii (for example, pursuant to Article X, section 1, of the Constitution, the State cannot provide "... public funds ... for the support or benefit of any sectarian or nonsectarian private educational institution...").

Pursuant to Section 42F-103, Hawaii Revised Statutes, for grants used for the acquisition of land, when the organization discontinues the activities or services on the land acquired for which the grant was awarded and disposes of the land in fee simple or by lease, the organization shall negotiate with the expending agency for a lump sum or installment repayment to the State of the amount of the grant used for the acquisition of the land.

Further, the undersigned authorized representative certifies that this statement is true and correct to the best of the applicant's knowledge.

Niki Shishido, Pacific and Asian Affairs Council

(Typed Name of Individual or Organization)



(Signature)

1/20/2023

(Date)

Niki Shishido

(Typed Name)

Executive Director

(Title)

Application for Grants

If any item is not applicable to the request, the applicant should enter “not applicable”.

I. Certification – Please attach immediately after cover page

1. Certificate of Good Standing (If the Applicant is an Organization)

If the applicant is an organization, the applicant shall submit one (1) copy of a certificate of good standing from the Director of Commerce and Consumer Affairs that is dated no earlier than December 1, 2022.

See attached.

2. Declaration Statement

The applicant shall submit a declaration statement affirming its compliance with [Section 42F-103, Hawaii Revised Statutes](#).

Applicant, Pacific & Asian Affairs Council affirms its compliance with Section 42F-103, Hawaii Revised Statutes. Please see attached.

3. Public Purpose

The applicant shall specify whether the grant will be used for a public purpose pursuant to [Section 42F-102, Hawaii Revised Statutes](#).

Applicant, Pacific & Asian Affairs Council attest the grant will be used for a public purpose pursuant to Section 42F-102, Hawaii Revised Statutes.

II. Background and Summary

This section shall clearly and concisely summarize and highlight the contents of the request in such a way as to provide the State Legislature with a broad understanding of the request. Please include the following:

1. A brief description of the applicant's background;

The Pacific & Asian Affairs Council is a local 501(c)3 nonprofit educational organization established in 1954 with a mission to promote youth understanding of, and engagement in, global and international issues; in particular, Hawai‘i’s role in the Asia-Pacific region. Pacific & Asian Affairs Council (PAAC) programs prepare the next generation of Hawai‘i leaders for an increasingly interconnected world, promoting citizen diplomacy, building bridges from Hawai‘i to the world, inspiring young leaders, and developing global citizens one handshake, and shaka, at a time.

Throughout PAAC’s 69-year history, nearly 100,000 high school students statewide have participated in the flagship, award-winning High School Global Education Program, in which students develop 21st century skills through a menu of engaging activities and robust curriculum designed to teach youth the complexities of global issues and ways they can be addressed, developing 21st century skills required to thrive as adults in an increasingly global community, career, and life.

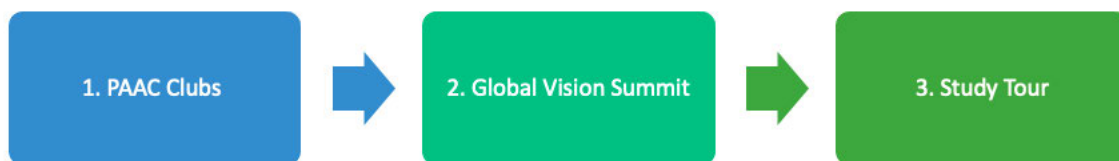
During a typical year, 3,000 students statewide, on average, participate in PAAC programming comprised of Clubs, an interschool conference, and Study Tours, among other non-traditional, experiential learning opportunities, to support development of students' critical thinking, leadership, empathy, and cross-cultural collaboration skills.

Over the past 15 years, more than 400 youth from across the state have participated in PAAC Study Tours, an immersive learning opportunity in which students travel to a country in the Asia-Pacific for 10 days on average, regardless of ability to pay. Since 2004, PAAC has awarded more than \$1.4 million in scholarships for 70 Study Tours in Japan, China, South Korea, Vietnam, Indonesia, New Zealand, and Tahiti.

Like many organizations, the pandemic disrupted and challenged PAAC’s ability to operate in-person programming, diminishing enthusiasm and momentum among students and teachers. Within PAAC and at key schools, staff turnover was also an impediment. As a comparison to a typical year, in 2021-2022, PAAC served 600 students, a decrease of 80 percent.

PAAC is optimistic to return to serving a larger number of students and requests funding support to reestablish globally focused programming across the state. PAAC has carefully considered effective strategy to rebuild youth participation and programming presence statewide. The path forward is in creating more cohesion between programs with greater focus on cultivating programming that appeals to youth – who have had a more disruptive last few years than most of us have ever experienced – starting with the PAAC introductory program, school-based Clubs. The peak student offering will continue to culminate in Study Tours, with more opportunities to support families in affording this life changing experience for their students.

Specifically, this request will support the following through the High School Global Education Program (HSGEP) youth opportunities:



1. **PAAC Clubs:** PAAC post-pandemic strategy is predicated on supporting and cultivating strong youth engagement, beginning with PAAC Clubs and accompanied by a compelling and concrete schedule of events. Clubs are typically the gateway into PAAC programming, facilitating youth participation into globally focused curriculum, while establishing a PAAC presence into high schools across the state. Many PAAC Clubs are student-initiated with support from a dedicated faculty advisor to help keep student members on track, provide guidance on special Club initiatives, and serve as an adult who can offer oversight and supervision. Student Club participants engage in monthly PAAC organized events, broadening youth understanding and appreciation of global issues. Clubs choose the frequency of

meetings and which activities to take up from resources provided by PAAC such as the Club Starter Kit, a comprehensive suite of activities, lessons, icebreakers, and information to serve as a reference throughout the school year. Clubs also work through online learning modules, based on the United Nations Sustainable Development Goals. While the size of Clubs varies, they typically average 5-30 student participants.

Since the COVID pandemic shuttered in-person activity, 13 Clubs have restarted from approximately 27 Clubs pre-COVID established at public, private, and charter schools throughout the state.

PAAC Club Officers' leadership and participation is deepened through specially designed activities, intended to reward, and to also continue cultivating, their leadership commitment and skill. Specifically, the **Club Officers' Leadership Summit** invites youth leaders to a two-day in-person educational initiative to share experiences, further cultivate leadership skills, and network with students from across the state, creating lifelong bonds between Hawai'i's diverse islands. In collaboration with the East-West Center and the University of Hawai'i at Mānoa's Asian Studies Department and new Center for Indo-Pacific Affairs, student participants are presented the PAAC Club Roadmap for the school year and Club Officers are trained to facilitate various activities, including a learning module designed to support Officers in navigating their Club's Field Study, an immersive trip into their local community to address a global issue at the local level; as well as leadership activities and a tour the East-West Center and the University of Hawai'i at Mānoa campus.

Club Officers reconvene in the Spring at the Club Officers' Workshop to prepare for PAAC spring activities such as the Academic WorldQuest Competition (not included in grant proposal), Global Action Project (GAP), and Student Showcase. The Global Action Project is a community service project organized by PAAC. Students will be given foundational knowledge on a global issue and then have the opportunity to take action in the community through the GAP. The Student Showcase is an end of the year celebration for clubs in which they share their year's experience and growth with the community.

2. **Global Vision Summit:** The annual Global Vision Summit is a convening of all PAAC Club members, as well as non-PAAC Club members, to learn and engage on a global topic through experiential learning methods such as simulation, discussion, and negotiation. Approximately 120 students attend, averaging 18 schools statewide who participate in the Summit.

Utilizing simulation and discussion-based formats, participants are required to collaborate with peers from different schools, grade levels, and backgrounds to learn, understand, and address a Summit topic, such as media literacy, nuclear diplomacy, COFA (Compact of Free Association) nations, and climate change.

3. **Study Tours:** With the support of experts in the field, educational Study Tours are designed and implemented to offer Hawai'i students, whose schools may not offer similar opportunities, dynamic and engaging educational visits to countries in the Asia Pacific region. Students apply by completing an essay and submitting teacher recommendations and transcripts, then interviewing with project staff. Applicants are

also considered for financial aid based on need demonstrated through household tax returns.

Approximately 14-20 students participate in trips that are typically 10 days or so in duration. Students are first prepped for travel through an in-depth orientation, including insight provided by country-specific experts, learning basics of the language, and team building exercises. Study Tours provide an introduction to a country's politics, economy, culture, and history by facilitating student travel to nations' capitols, rural towns, schools, famous sites, businesses, the U.S. Embassy, and more. Upon return, students are asked to present their experience at their school or in their community.

Through hands-on learning, cultivation of diverse and fulfilling friendships, and active participation in enriching cultural activities, Study Tour participants report increased self-development and growth, greater understanding of diverse people and cultures, and greater appreciation of themselves and where they come from. Students also report increased self-confidence and a greater willingness to try new things.

Schools currently engaged in PAAC programming include:

- | | |
|------------------------------------|-----------------------------------|
| *'Aiea High School | *Konawaena High School |
| *Farrington High School | Maui High School |
| Hawai'i Technology Academy – O'ahu | Moanalua High School |
| Honolulu Waldorf Academy | Punahou School |
| James Campbell High School | Roosevelt High School |
| Kalaheo High School | St. Andrew's Schools – The Priory |
| Kalani High School | Waiākea High School |
| Kapa'a High School | Waialua High School |
| *Kealakehe High School | *Waipahu High School |
| *King Kekaulike High School | |

** Title 1 schools, a federal education program to support low-income students.*

2. The goals and objectives related to the request;

The Pacific & Asian Affairs Council (PAAC) requests \$265,000 for seed funding to reestablish PAAC programming and facilitate neighbor island access to the award-winning, High School Global Education Program. Funding support also ensures students, statewide, are not limited by inability to pay.

Specifically, the goals and objectives of this request are as follows:

Objective 1: Reestablish a presence on neighbor islands to support neighbor island youth access to the High School Global Education Program (HSGEP) by supporting a minimum of **105 students, along with their five (5) faculty advisors.***

Goal 1a: Enroll a minimum of **35 students** from Kealakehe High School (Hawai'i Island), King Kekaulike High School (Maui), Konawaena High School (Hawai'i Island), Maui High School, Waiākea High School (Hawai'i Island), or other neighbor island school, in PAAC Clubs (on average, seven (7) students per site).

Goal 1b: Enroll at least two (2) students from each of the above five (5) schools in the PAAC Club Officers' Leadership Summit, totaling a minimum of **10 students**.

Goal 1c: Enroll at least five (5) students from each of the above five (5) schools in the Club Field Study, totaling a minimum of **25 students**.

Goal 1d: Enroll at least two (2) students from each of the above five (5) schools in the PAAC Club Officers' Workshop, totaling a minimum of **10 students**.

Goal 1e: Enroll at least five (5) students from each of the above five (5) schools in the Global Action Project, totaling a minimum of **25 students**.

Objective 2: Establish O'ahu student engagement in HSGEP components, supporting a minimum of **147 O'ahu students, as well as their seven (7) faculty advisors.***

Goal 2a: Enroll a minimum of **49 students** from seven (7) O'ahu high schools in PAAC Clubs (on average, seven (7) students per site).

Goal 2b: Enroll at least two (2) students from each of the above seven (7) schools in the PAAC Club Officers' Leadership Summit, totaling a minimum of **14 students**.

Goal 2c: Enroll at least five (5) students from each of the above seven (7) schools in the Club Field Study, totaling a minimum of **35 students**.

Goal 2d: Enroll at least two (2) students from each of the above seven (7) schools in the PAAC Club Officers' Workshop, totaling a minimum of **14 students**.

Goal 2e: Enroll at least five (5) students from each of the above seven (7) schools in the Global Action Project, totaling a minimum of **35 students**.

Objective 3: Support statewide access to the Global Vision Summit and Study Tours.

Goal 3a: Enroll 10 students and one (1) faculty advisor from each of the above 12 statewide schools in the Global Vision Summit, totaling **120 students and 12 faculty advisors.***

Goal 3b: Enroll **14-20 statewide students** in Study Tours.*

**Students may elect to participate in multiple activities.*

3. The public purpose and need to be served;

Public Purpose

The public purpose served by the proposed project is of great benefit to communities throughout the state. Meeting the rigor of the 21st century socioeconomic environment, requires cultivating critical thinking, active listening, problem-solving, collaboration, and communication skills – skills which are difficult to measure but invaluable at providing Hawai'i youth the foundation to navigate modern society. In addition, communities benefit from students' global education attainment; research indicates that with adequate planning, including involvement of in-country partners and experts, as well as curated and focused curriculum, global learning initiatives have a positive impact on students, as well as students' communities (Krishnan et al., 2017). As students learn to be global citizens through PAAC programming, local communities directly benefit by growing citizenry with greater awareness and understanding of global issues (Patel, 2016).

Youth who participate in internationally-focused education are more likely to consider other points of view, accelerating maturation, and are more likely to evaluate their own core values and identity (Savicki, 2014) to achieve deeper understanding of the world around them, enabling discerning perceptions of social and political contradictions and issues (Torres, 2019).

PAAC programs rely on award-winning global education, resulting in youth with an extended view of the world by:

- Introducing global issues to expand youth knowledge base and curiosity.
- Cultivating leadership skills, in particular, to Club Officers and allowing them to practice those skills by leading Clubs and facilitating learning activities.
- Taking part in negotiation simulations, empowering students to practice active listening, critical thinking, public speaking, and collaboration.
- Providing opportunities for youth to learn about the history, culture and people of other countries, preparing them for first-hand experience traveling internationally to develop, experientially, greater appreciation for the diversity and similarities amongst humans.
- Developing flexibility, independence, and other socio-emotional skills required for students to work well with others by traveling in another country with a group of 10+ peers.
- Allowing students to take action in their community on a global issue and preparing them to be civically motivated to make positive change in their local communities.

Need

Global education prepares youth who are inheriting an increasingly interdependent environment (Goren et al., 2019). More than half of new Hawai'i high school graduates are perceived to be ill-prepared for the rigors of Hawai'i's current economy and for the future changing economy, according to a survey conducted by the Hawaii P-20 Partnerships for Education, among 123 Hawai'i employers (2012).

High-paying careers are increasingly associated with innovative, technical, real-world skills. Unfortunately, schools remain rooted in a conventional approach, having been established for a society reliant on industrial careers, with few opportunities for collaboration across borders, in which workers were little more than cogs in the societal machine.

The proposed project, the High School Global Education Program, will serve 386 high school students from across the state, prioritizing involvement of neighbor island and low-to moderate-income youth. Developed over the last 69 years, following years of research and curriculum development work, PAAC programs are designed to produce a dynamic learning environment that leverages engaging and experiential programs to engage youth in the exploration of more complex global topics. This model fosters long-term skill development that is useful for all youth, and especially low- to moderate-income youth, leading to greater interest in the 21st century careers that will become more prominent as the world becomes increasingly interdependent, as well as improved outcomes such as problem-solving and team building (Fredericks, 2017), benefitting not only students, but also communities as youth grow into adulthood and have opportunities for greater community involvement and civic engagement.

Global competence is also positively correlated with community socioeconomic stability, mobility, and health (Organisation for Economic Cooperation and Development 2018). It is also a pathway to increased opportunity for low- to moderate-income (LMI) families – of which PAAC currently serves six (6) Title 1 schools – disrupting intergenerational socioeconomic disadvantage, as well as supporting economic stability across our diverse statewide communities, paving the path to more equitable access to fast-growing and high-paying 21st century careers and building non-cognitive skills such as self-efficacy, interest and curiosity, problem-solving, and collaboration (Fredericks, 2017).

PAAC programs are designed to support the development of 21st century skills, such as active listening, critical thinking, and collaboration with diverse colleagues which are requirements of new hires, according to every local employer surveyed by the Hawaii P-20 Partnerships for Education in 2012. PAAC programs are also designed to help complement State of Hawai'i Department of Education (HiDOE) social studies standards and objectives through out of classroom, experiential learning opportunities.

Research shows global education and global competence are significant precursors for success in the 21st century workforce for youth worldwide (Organisation for Economic Cooperation and Development, Asia Society, 2018). Characteristics of global competence include leadership and socioemotional skills, active listening, civic learning, critical thinking, and tolerance for cultural diversity and differing views, among others. These skills have been identified as critical to students' – and Hawai'i's – short and long-term success and sustainability by Hawai'i educational stakeholders, such as the HiDOE and Hawai'i P-20 Partnerships for Education.

In an increasingly interdependent world, Hawai'i has an opportunity to empower its youth to be the next leaders of a global tomorrow. Support for this project will ensure youth from around the state have access to the experiential educational opportunities and international topics that are overwhelmingly attributed to better outcomes for youth and the communities in which they reside (Organisation for Economic Cooperation and Development 2018).

4. Describe the target population to be served; and

The proposed project serves youth ages 13-18 years old who attend Hawai'i high schools. In particular, the proposal ensures neighbor island access to robust educational opportunities, as well as access for those demonstrating financial need from across the state. PAAC is currently engaged with six (6) Title 1 schools and plans to target additional Title 1 schools when conducting outreach across the state. An average of 76% of Study Tour Program participants demonstrated financial need (2017-2019).

5. Describe the geographic coverage.

This grant request serves high school students, particularly those attending Title 1 schools from Maui, Kaua'i, Hawai'i Island, and O'ahu.

III. Service Summary and Outcomes

The Service Summary shall include a detailed discussion of the applicant's approach to the request. The applicant shall clearly and concisely specify the results, outcomes, and measures of effectiveness from this request. The applicant shall:

1. Describe the scope of work, tasks and responsibilities;

1. **PAAC Clubs:** Recruitment, facilitated by the High School Global Education Program (HSGEP) Director, HSGEP Assistant, and Study Tours & Global Engagement Director (STGED) will begin at the start of the grant project period, anticipated to be July 1, 2023, and continue into the first few months of the fall 2023 school year. The Executive Director (ED) oversees the planning, implementation, and evaluation of all PAAC Club elements; pays vendors; and supports

implementation of various Club activities. The Outreach Coordinator will support with Club activity implementation as needed.

- The Outreach Coordinator will begin outreach efforts by coordinating visits to at least 10 targeted schools (e.g., Title I and in rural areas, including neighbor islands) not currently engaged with PAAC to meet with Social Studies Department Heads to share about PAAC Clubs Schedule of Events and ways non-Club members can get involved through Global Vision Summit and Study Tour. HSGEP Director, and ED to support as needed.
- Student recruitment efforts, led by the HSGEP Director, include securing succession of officers at established clubs the year prior, conducting the Club Officers' Leadership Summit, supporting clubs by joining club rush days at schools, creating promotional material for all clubs to distribute to their student body. HSGEP Assistant, Outreach Coordinator, STGED, and ED to support as needed.
- Faculty Advisors, who oversee Clubs, will be recruited through recommendations made by Social Studies Department Heads.

PAAC Clubs will begin meeting at 12 schools statewide. Club logistics, including frequency and focus, are initiated by students with faculty advisor support. Most Clubs meet weekly to monthly (1 - 4 times per month) for an average of one (1) hour. The major tasks include:

- The HSGEP Director and Assistant, as well as the STGED will make an initial in-person visit to each Club to implement a "kick-off" activity to garner momentum and enthusiasm among Club members and lay the theme for upcoming events.
 1. For example, the kick-off activity could serve Vietnamese pho to students while teaching a short lesson about the origins of the dish and Vietnam.
 2. HSGEP Director will develop the kick-off activity; HSGEP Assistant will help to schedule appointment and make logistical arrangements for staff travel.
- The Fall Club Officers' Leadership Summit is a 2-day event for students to come together at the East-West Center, with support of the University of Hawai'i at Mānoa, Asian Studies Department and Center for Indo-Pacific Affairs. A maximum of 60 students (three officers per Club) will receive training to utilize in their Clubs, engage in leadership activities, and more. Specifically, tasks include:
 1. The HSGEP Director will create the schedule of activities and related materials, and will:
 - Present PAAC Club Roadmap for SY23-24,
 - Train officers to facilitate a pre-Field Study learning activity for their Club members to prepare for the Club Field Study happening the following month (the Field Study is described below),
 - Provide officers with leadership exploration and development,
 - Cultivate deeper relationships with the East-West Center and the University of Hawai'i at Mānoa (UHM) to understand, and to be able to share with students, opportunities available to students at these institutions.
 2. The HSGEP Director will conduct outreach to UHM College of Education and Chaminade University's Master's in Education Program to recruit up to three volunteer teachers/student-teachers to help facilitate the Leadership Summit, outreach, and other PAAC events throughout the school year. Selected educators will be prepared in advance of events by the HSGEP Director.
 3. The HSGEP Assistant supports event promotion, registration, ground transportation, booking neighbor island airfare, lodging, food, etc.
- PAAC Club participants will have the opportunity to take part in one (1) Club Field Study on O'ahu, as part of their Club membership. The Field Study will be connected, in theme, to the kic-off event. For example, after the introduction of Vietnamese food,

origins, and culture, the Field Study might include a presentation on global food security, culminating in a visit to MA‘O Organic Farms. The learning activity, developed by the HSGEP Director, that supports this Field Study would have provided foundational knowledge for student participants to better understand the topic. Club Field Studies will be open to all Club members on O‘ahu and five (5) members from each neighbor island Club. Students will travel to community organizations to learn from experts doing work in the selected topic. Examples of global and international issues the Field Study may covers include food security, media literacy, national/regional/international security, climate change, trade, etc. Tasks include:

1. Determining a current global issue that can be connected to local experts and implementation, the HSGEP Director will develop the Field Study topic and develop the schedule of events including coordinating expert involvement, site visits, learning objectives, example inquiry questions, etc.
 2. HSGEP Assistant will coordinate event promotion, logistics related to registration, ground transportation, flight arrangements, food, etc.
- Club Officers will convene again at the start of the spring semester in the Club Officers’ Workshop to plan out club activities.
 1. HSGEP Director will create the schedule of activities and related materials.
 2. The HSGEP Assistant supports event promotion, registration, ground transportation, booking neighbor island airfare, lodging, food, etc.
 - Club Students will then take part in the Global Action Project, community service initiative in which students take action on a global issue at a local level.
 1. With Club input, the HSGEP Director will determine the Club Global Action Project and find community partners to help implement. The HSGEP Director will develop curriculum to provide foundational knowledge regarding the global issue prior to the event.
 2. The HSGEP Assistant will coordinate logistics such as ground transportation, neighbor island student airfare, meals, etc. They will also produce communications materials to help promote the event to Clubs and support with follow-up and registration.
 - Club Students will take part in the Student Showcase in which they share their years’ learning and growth with the community.
 1. The HSGEP Director and Assistant will support clubs with their storytelling.
 2. The HSGEP Assistant will coordinate logistics such as ground transportation, neighbor island student airfare, food, etc. They will also produce communications materials to help promote the event to the community.
 - The Club Advisor Retreat is an opportunity to support and cultivate relationships between Club Advisor peers from around the state to share best practices for Club recruitment, developing Club officers’ leadership skills, starting their own Global Action Project, etc.
 1. With the guidance of the HSGEP Director, the HSGEP Assistant will coordinate the venue, activities, meals, etc. for the Retreat and handle all logistics for neighbor island Advisors.
2. **The Global Vision Summit (GVS):** GVS (on O‘ahu) brings together PAAC Club members from O‘ahu, as well as up to 10 participants from neighbor island Clubs, providing students a day of interactive learning on a topic related to a global or international issue. For Club members, this will connect what they’ve learned thus far, from the kick-off event to the Field Study, into an interactive event. GVS is open to all Hawai‘i high school students and utilizes simulation and discussion-based formats, requiring participants to collaborate with peers from different schools, grade levels, and backgrounds.

- Preparation for the GVS begins with determining the event theme and creating an interactive activity based on specific learning objectives by the HSGEP Director, who will also coordinate the involvement of experts in the community to serve as guest speakers and/or facilitators.
 - The HSGEP Assistant will design communications materials and implement a communications campaign to promote the event (including social media and press releases). They will also be responsible for registration, and logistics such as ground transportation, flight arrangements, food, etc. The HSGEP Assistant will also support the HSGEP Director in creating event materials and coordinating event volunteers and event logistics, e.g., printing nametags, transporting supplies to venue, purchasing refreshments, etc. the week of the event.
 - The HSGEP Director will lead GVS with the HSGEP Assistant supporting guest speakers and/or facilitators. All staff and volunteers support day-of duties including setting up the event, registration, photo-taking, clean-up, breakdown of the event, etc.
 - The ED oversees the planning, implementation, and evaluation of all GVS elements; pays vendors; and supports event implementation. The Outreach Coordinator and STGED also support with event implementation.
- 3. Study Tour:** Information on the Study Tour opportunity will begin with distribution to PAAC Clubs, network of teachers, and community supporters (donors, volunteers) through press releases by October. Interested youth will complete an application, detailing their interest in traveling to the selected country, their involvement with PAAC, and supply a recommendation letter from a trusted adult as well as their academic record. Club members receive priority consideration for Study Tour participation, as well as preference for scholarship support for those who indicate financial need to support their Study Tour participation. Selected candidates are then invited for an interview.

The trip is anticipated to take place in June for 10-12 days. Tasks are primarily facilitated by the Study Tours & Global Engagement Director (STGED) and include:

- Conceptualizing and planning the Study Tour and working with a travel agent/international partner to secure flights, hotel and other logistics.
- Conduct inspection trip to meet with local partners, coordinate logistics, map out the schedule, etc.
- Promoting the Study Tour opportunity via school outreach and teacher network.
- Reviewing applications and conducting student interviews with the Study Tour committee to select participants and award scholarships for those demonstrating financial need.
- Selecting and preparing co-chaperone(s) for the trip.
- Prior to the trip, an orientation and parent meeting will be held to communicate the schedule and ensure students and parents understand goals, expectations, and logistics.
- Leading the Study Tour and ensuring the safety of students as well as managing trip logistics and funds to ensure the educational components are met.
- Assisting students in sharing their experience at school or in the community upon return.

For all proposed activity:

- The HSGEP Assistant creates the social media recap of the event and other promotional material for website, newsletter, to share with funders, etc.
- The HSGEP Director is responsible for creating, distributing, and assessing student evaluations to share with staff for use in improving future events, fundraising, securing long-term funding, promotional materials, etc.

- Pictures and quotes from Clubs will be shared to social media and with project funders, as well as being utilized for promotion of PAAC programs and recruitment and fundraising.

2. Provide a projected annual timeline for accomplishing the results or outcomes of the service;

Supporting and cultivating student in engagement in the proposed, High School Global Education Program will follow the below timeline:

JULY
Project period begins with recruitment planning and finalizing the project work plan with staff and project supporters (UHM, East-West Center, etc.).
AUGUST
At the start of the school year, the Outreach Coordinator begins outreach efforts by visiting at least 10 targeted schools (e.g., Title I and in rural areas, including neighbor islands) not currently engaged with PAAC to meet with Social Studies Department Heads to share about PAAC Clubs Schedule of Events and ways non-Club members can get involved through Global Vision Summit and Study Tour.
Clubs will begin meeting and continue meeting throughout the project period.
Preparations for the Club Officers Leadership Summit will begin.
SEPTEMBER
The Club Officers Leadership Summit will take place for two-days at the East-West Center.
At Clubs throughout the state, PAAC staff and volunteer student-teachers will engage in the initial activity to garner enthusiasm and momentum.
OCTOBER
Club Officers will facilitate the learning pre-materials for Field Study among their Clubs.
Study Tour preparation, recruitment, and outreach begin.
NOVEMBER
The Club Field Study will take place.
DECEMBER
Club members statewide, along with non-Club members, will be invited to O‘ahu to take part in the Global Vision Summit.
JANUARY
The Club Officers Workshop is held. Clubs, statewide, continue to meet.
Study Tour participants are selected.

FEBRUARY - MARCH
Clubs prepare and take part in the Hawai'i State Academic WorldQuest Competition (not included in grant proposal)
APRIL
The Club Global Action Project takes place.
MAY
The Student Showcase takes place.
JUNE
The Study Tour takes place, prioritizing Club members for involvement and aid to offset the cost of this activity for students in need.
Final assessment of all student evaluation forms and development of the final report for the funder.

3. Describe its quality assurance and evaluation plans for the request. Specify how the applicant plans to monitor, evaluate, and improve their results; and

Quality of the proposed project, the High School Global Education Program, is assured through student program evaluation, which takes place at the conclusion of each component; as well as regular project staff meetings and assessment conducted with supporting organizations.

PAAC staff also adjust programs in response to feedback from previous years' evaluations and direction from the PAAC Board of Governors.

Student program evaluations collect qualitative data (depth of experience for individual participants as reflected by their comments, quotes, and stories) and also affirms quantitative (numbers of students, schools, counties participating in each activity) collected during registration. Evaluations are assessed by project staff, as well as PAAC's Executive Director and Board of Governors. In particular, PAAC's Board Directors' Executive Committee are responsible for assessing whether project objectives have been achieved, timeline followed, and the actual budget remains in line with the proposed budget.

4. List the measure(s) of effectiveness that will be reported to the State agency through which grant funds are appropriated (the expending agency). The measure(s) will provide a standard and objective way for the State to assess the program's achievement or accomplishment. Please note that if the level of appropriation differs from the amount included in this application that the measure(s) of effectiveness will need to be updated and transmitted to the expending agency.

PAAC will provide data on the following measures of effectiveness for each activity/component:

- Number of youth participants.
- Number of schools represented.
- Number of counties represented.

- Number of youth participants from the underserved communities or attending Title I schools.
- Amount of financial aid administered to youth demonstrating financial need, based upon reported household income.

In addition, the following Performance Measures will be tracked, assessed, and provided to the expending agency.

Performance Measure 1:

Pre- and post-evaluations will demonstrate an increase in students' knowledge and understanding of the activity's topic.

Performance Measure 2:

Pre- and post-evaluations will demonstrate an increase in students' ability to think critically and collaborate with others.

IV. Financial

Budget

1. The applicant shall submit a budget utilizing the enclosed budget forms as applicable, to detail the cost of the request.
 - a. Budget request by source of funds (Link)
 - b. Personnel salaries and wages (Link)
 - c. Equipment and motor vehicles (Link)
 - d. Capital project details (Link)
 - e. Government contracts, grants, and grants in aid (Link)

PAAC requests \$265,000 to support the High School Global Education Program (HSGEP) components as described below and included in the attached budget forms.

PERSONNEL COSTS

Salaries: \$180,000

All Personnel positions are calculated as a percentage of the annual salary, as indicated.

The HSGEP Director is responsible for the majority of tasks, including recruitment, coordination, and general activity oversight. This is a full-time position and is calculated at 85% of \$65,000 annual salary, totaling \$55,250.

The HSGEP Assistant supports broad activity for PAAC Clubs, Global Vision Summit, and Study Tours. This is a full-time position and is calculated at 85% of \$50,000 annual salary, totaling \$42,500.

The Study Tours & Global Engagement Director oversees and coordinates most activity for the Study Tour component. This is a full-time position and is calculated at 40% of \$65,000 annual salary, totaling \$26,000.

The Executive Director provides project oversight, staff management, and is responsible for ensuring activity is completed on time and within the budget. This is a full-time position and is calculated at 45% of \$75,000 annual salary, totaling \$33,750.

The Outreach Coordinator works to grow PAAC's statewide reach into new schools, targeting Title 1 and schools in rural areas. They also support other PAAC activities. This is a part-time position (0.45 PTE) and is calculated at 75% of \$30,000 annual salary, totaling \$22,500.

Payroll Taxes & Assessments: \$14,400

Payroll Taxes & Assessments is calculated at 8% of total salaries, totaling \$14,400.

Fringe Benefits: \$20,000

Fringe Benefits are provided to full-time employees and are calculated at the percent allocated in this grant request per employee. They include health insurance coverage and 1.5% matching SIMPLE IRA, totaling \$20,000.

OTHER CURRENT EXPENSES

Outreach Airfare, Inter-island: \$300

Trips to neighbor islands will support reestablishing PAAC Clubs throughout the state and allow staff to do kick-off events at neighbor island clubs. A total of three trips will be funded, at the market rate of approximately \$100 per flight, totaling \$300.

Club Officers' Leadership Summit: \$10,000

- Venue fee: \$2,000
- Lodging for Club Officers: 60 x \$50 = \$3,000
- Inter-island airfare for 15 Club Officers: 15 x \$100 = \$1,500
- Ground transportation (including airport shuttle and support for O'ahu students): \$1,000
- Portion of food expenses for 60 students and 10 staff and volunteers: \$2,000
- Honoraria for 4 guest speakers: 4 x \$125 = \$500

Club Kick-Off Activity: \$1,500

- Inter-island airfare for three roundtrip staff flights: 3 x \$100 = \$300
- Food for Kick-Off activity serving 120 students: 120 x \$10 = \$1,200

Club Field Study: \$3,500

- Inter-island airfare for 25 Club Members: 25 x \$100 = \$2,500
- Ground transportation (including airport shuttles and buses): \$1,000

Global Vision Summit: \$5,500

The costs for the Global Vision Summit include:

- Inter-island airfare for 50 neighbor island Club Members: 50 x \$100 = \$5,000
- Inter-island airfare for 5 neighbor island Club Advisors: 5 x \$100 = \$500

Club Officers' Workshop: \$2,500

- Venue fee: \$675
- Inter-island airfare for 10 Club Officers: 10 x \$100 = \$1,000
- Ground transportation (including airport shuttle and support for O'ahu students): \$500
- Portion of food expenses for 40 students and 5 staff and volunteers: \$325

Club Global Action Project: \$3,500

- Inter-island airfare for 25 Club Members: 25 x \$100 = \$2,500
- Portion of food expenses for 60 students: \$1,000

Student Showcase: \$5,800

- Inter-island airfare for 25 Club Members: 25 x \$100 = \$2,500
- Inter-island airfare for 5 neighbor island Club Advisors: 5 x \$100 = \$500
- Portion of food expenses for 150 people: \$1,500
- Certificates and awards for clubs: \$1,300

Study Tour: \$15,000

- Scholarships for students demonstrating financial need

Club Advisor Retreat: \$3,000

- Venue fee: \$1,000
- Inter-island airfare for 5 neighbor island Club Advisors: 5 x \$100 = \$500
- Food expense for 15 Club Advisors and 5 staff: 20 x \$25 = \$500
- Appreciation package for 15 teachers: 15 x \$67 = \$1,000

2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2024.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$65,400	\$62,600	\$71,100	\$65,900	\$265,000

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2024.

- City & County of Honolulu, Grants in Aid
- Freeman Foundation
- Atherton Family Foundation
- McNerny Foundation
- G.N. Wilcox Trust
- Hawaiian Electric Industries Charitable Foundation
- Clarence T.C. Ching Foundation
- Mamoru & Aiko Takitani Foundation
- Kosasa Foundation
- Fundraisers
- Private donors

4. The applicant shall provide a listing of all state and federal tax credits it has been granted within the prior three years. Additionally, the applicant shall provide a listing of all state and federal tax credits they have applied for or anticipate applying for pertaining to any capital project, if applicable.

Awarded Federal Tax Credit – Employee Retention Credit received on:

- 6/30/21: \$34,043.27
- 9/30/21: \$51,596.52

5. The applicant shall provide a listing of all federal, state, and county government contracts, grants, and grants in aid it has been granted within the prior three years and will be receiving for fiscal year 2024 for program funding.

City & County of Honolulu, Grants in Aid 2019-2021, awarded \$125,000 each contract; none confirmed for FY24

6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2022.

Unrestricted Current Assets as of September 30, 2022, was \$433,802. Financial statements through December 31, 2022, will be completed and made available in February 2023.

V. Experience and Capability

1. Necessary Skills and Experience

The applicant shall demonstrate that it has the necessary skills, abilities, knowledge of, and experience relating to the request. State your experience and appropriateness for providing the service proposed in this application. The applicant shall also provide a listing of verifiable experience of related projects or contracts for the most recent three years that are pertinent to the request.

Since 1954, PAAC has made global education accessible to nearly 100,000 high school students statewide and is the only organization in the State of Hawai'i that provides year-round, global educational opportunities for youth. With six decades of experience leading Hawai'i in addressing critical global issues with high school students, our programs have become a pillar of the community. The HiDOE, schools, teachers, students, families, and countless PAAC alumni spanning generations have provided positive feedback and expressed their appreciation for PAAC's work. Many alumni, among them, U.S. Senator Mazie Hirono and U.S. Representative Ed Case, have credited part of their current professional achievement and success to their high school involvement with PAAC.

PAAC has ample experience successfully facilitating project components, like the one proposed. Although PAAC's offices are based on O'ahu, staff regularly travel to Hawai'i Island, Maui, and Kauai to facilitate programming and will resume Molokai and Lanai programming again, as resources will allow.

2. Facilities

The applicant shall provide a description of its facilities and demonstrate its adequacy in relation to the request. If facilities are not presently available, describe plans to secure facilities.

PAAC's office has been located in the East-West Center (EWC) adjacent to the University of Hawai'i at Mānoa campus for over ten years. Moderately sized events are hosted in EWC conference rooms at no additional cost as a result of the strong relationships forged with the EWC.

PAAC's Clubs operate at on-site around the state at participating high schools. The facility usage is Type II of public schools, designated for nonprofit community educational, recreational activities, and youth clubs. PAAC does not charge admission, take collection, or receive offers when utilizing school facilities.

Large events, such as the proposed Global Vision Summit, are typically held at facilities such as the University of Hawai'i at Mānoa Campus Ballroom, Hawai'i Tokai International College, Hawai'i Pacific University, and the Hawai'i Convention Center. Facilities are generally provided at a discounted rate or are provided at no cost, as an in-kind donation.

All facilities, including those at participating high schools, meet the Americans with Disabilities Act standards, and special event insurance is purchased, as needed.

VI. Personnel: Project Organization and Staffing

1. Proposed Staffing, Staff Qualifications, Supervision and Training

The applicant shall describe the proposed staffing pattern and proposed service capacity appropriate for the viability of the request. The applicant shall provide the qualifications and experience of personnel for the request and shall describe its ability to supervise, train and provide administrative direction relative to the request.

All PAAC staff implementing this proposal are listed below. They are professionally qualified to carry out the duties expected of them in order to fulfill the goals identified.

High School Global Education Program Director, Ms. Roya Maroufkhani Dennis, (1 FTE, 70% time allocated to proposal) oversees PAAC's Clubs and Global Vision Summit conducting statewide program outreach for these initiatives and overseeing all tasks related to their planning, coordination, implementation, and evaluation. She manages the High School Global Education Program Assistant. Ms. Dennis has 15+ years' experience in education including roles such as teaching, program development and coordination, career pathways and workforce education, and curriculum development. She has prior experience managing staff, interns, and volunteers and uses weekly check-ins and asynchronous communication on Google Docs to provide guidance. She holds a Master of Education from the University of Hawai'i at Mānoa and has worked in Hawai'i high schools and community colleges. She is fluent in Farsi and has lived in Bali, Indonesia.

High School Global Education Program Assistant, (to be hired), (1 FTE, 50% time allocated to proposal) supports the High School Global Education Program Director with club initiatives and the Global Vision Summit by coordinating logistics (registration, transportation, lodging, food, etc.), creating and distributing all communication materials for events, and supports with implementation, outreach, and program development.

Study Tours & Global Engagement Director, Mr. Tyler Fujita, (1 FTE, 40% time allocated to proposal) oversees PAAC Study Tours and is responsible for conducting program outreach and overseeing all tasks related to the study tour's planning, coordination, implementation, and evaluation. Additionally, he supports club initiatives and development. Mr. Fujita has held positions in various sectors including finance, education, and nonprofits. He has experience directing staff, interns, and volunteers and utilizes check-ins and asynchronous communication (Google Docs, email) to provide further direction and guidance. He holds a Master of Education in Curriculum Studies, Progressive Philosophy and Pedagogy from the University of Hawai'i at Mānoa and has traveled extensively

throughout Asia. He was one of two selected Hawai'i participants in the 2021 U.S.-Japan Council's Emerging Leaders Program cohort and was also selected to participate in Pacific Forum's Hawai'i Asia-Pacific Affairs Leadership Program in 2021-22.

Executive Director, Ms. Niki Shishido, (1 FTE, 25% time allocated to proposal) has led PAAC for six years overseeing all programs, supervising and guiding staff, and managing the organization's finances under the guidance of PAAC's Board of Governors. In total, Ms. Shishido has been with the organization for 10 years, providing her great understanding of PAAC's programs, operations, and youth served. She leads weekly staff meetings, conducts weekly individual check-ins with staff, and works closely through Google Docs and email to provide further guidance and direction when necessary. She holds a China-focused MBA from the University of Hawai'i at Mānoa Shidler College of Business and has worked for the Hawai'i Department of Business, Economic Development and Tourism's Beijing office. She is conversant in Mandarin Chinese and has lived in Beijing, Hong Kong, and Shanghai for a combined 10+ years.

2. Organization Chart

The applicant shall illustrate the position of each staff and line of responsibility/supervision. If the request is part of a large, multi-purpose organization, include an organization chart that illustrates the placement of this request.

Please see attached.

3. Compensation

The applicant shall provide an annual salary range paid by the applicant to the three highest paid officers, directors, or employees of the organization by position title, not employee name.

The highest paid employees of the organization are as follows: Not applicable.

- Executive Director: \$70,000-\$80,000
- High School Global Education Program Director: \$50,000-\$65,000
- Study Tours & Global Engagement Director: \$50,000-\$65,000

VII. Other

1. Litigation

The applicant shall disclose any pending litigation to which they are a party, including the disclosure of any outstanding judgement. If applicable, please explain.

Not applicable.

2. Licensure or Accreditation

The applicant shall specify any special qualifications, including but not limited to licensure or accreditation that the applicant possesses relevant to this request.

Not applicable.

3. Private Educational Institutions

The applicant shall specify whether the grant will be used to support or benefit a sectarian or non-sectarian private educational institution. Please see for the relevance of this question.

Not applicable.

4. Future Sustainability Plan

The applicant shall provide a plan for sustaining after fiscal year 2023-24 the activity funded by the grant if the grant of this application is:

- (a) Received by the applicant for fiscal year 2023-24, but
- (b) Not received by the applicant thereafter.

If PAAC does not receive funding after fiscal year 2023-24, the organization will have to make adjustments such as reducing the number of components offered to Clubs, reduce the number of neighbor island students flown to O'ahu to participate in the large events, reorganize another format for the Student Showcase, and reduce the amount of scholarships offered for students to participate in the Study Tour.

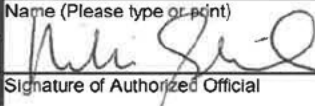
The requested funding is intended to seed reestablishing PAAC program based on carefully developed strategy to provide youth a cohesive and engaging experience. PAAC's Board of Governors and Executive Director will continue to cultivate relationships with businesses, organizations, and individuals to garner additional financial and in-kind support to sustain and grow the impact of this new programming. We are confident that with this strategic refocus to invest in Club leadership and their members, we will create attractive opportunities for community businesses to sponsor Clubs; local organizations to donate in-kind use of venue, airfares, food, etc.; and individual donors to support financially.

Additionally, as PAAC regains greater participation statewide, we will discuss opportunities for greater partnership with the State of Hawai'i Department of Education to explore how PAAC can support its goals of creating youth who can succeed in college, careers and communities locally and globally.

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2023 to June 30, 2024

Applicant: Pacific & Asian Affairs Council (PAAC)

BUDGET CATEGORIES	Total State Funds Requested (a)	Total Federal Funds Requested (b)	Total County Funds Requested (c)	Total Private/Other Funds Requested (d)
A. PERSONNEL COST				
1. Salaries	180,000		65,505	0
2. Payroll Taxes & Assessments	14,400		3,759	0
3. Fringe Benefits	20,000		6,786	0
TOTAL PERSONNEL COST	214,400		76,050	
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	300		0	300
2. Club Officers' Leadership Summit	10,000		0	6,100
3. Club Kick-Off Activity	1,500		0	1,500
4. Club Field Study	3,500		0	3,500
5. Global Vision Summit	5,500		12,000	0
6. Club Officers' Workshop	2,500		0	2,800
7. Club Global Action Project	3,500		0	3,500
8. Student Showcase	5,800		0	3,000
9. Study Tour	15,000		0	75,000
10. Club Advisor Retreat	3,000		0	600
11. Printing	0		0	2,500
12. Utilities	0		0	1,000
13. Insurance	0		0	4,000
14. Staff Training	0		0	2,000
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	50,600		12,000	105,800
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	265,000		88,050	105,800
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	265,000	Niki Shishido 808-944-7781		
(b) Total Federal Funds Requested		Name (Please type or print) Phone		
(c) Total County Funds Requested	88,050			
(d) Total Private/Other Funds Requested	105,800	Signature of Authorized Official Date		
TOTAL BUDGET	458,850	Niki Shishido, Executive Director Name and Title (Please type or print)		

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2023 to June 30, 2024

Applicant: Pacific & Asian Affairs Council (PAAC)

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
High School Global Education Program (HSGEP) Director	1	\$65,000.00	85.00%	\$ 55,250.00
HSGEP Assistant	1	\$50,000.00	85.00%	\$ 42,500.00
Study Tours & Global Engagement Director (STGED)	1	\$65,000.00	40.00%	\$ 26,000.00
Executive Director (ED)	1	\$75,000.00	45.00%	\$ 33,750.00
Outreach Coordinator	0.45	\$30,000.00	75.00%	\$ 22,500.00
				\$ -
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				\$ -
TOTAL:				180,000.00
JUSTIFICATION/COMMENTS:				

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Applicant: Pacific & Asian Affairs Council

Contracts Total: 834,917

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S./State/Hawaii/ Honolulu/ Kauai/ Maui County)	CONTRACT VALUE
1	Grants in Aid: CT-DCS-1700041	10/01/16-3/31/18	Dept of Community Services	Honolulu County	124,917
2	Grants in Aid: CT-DCS-1800048	4/01/18-3/31/19	Dept of Community Services	Honolulu County	125,000
3	Grants in Aid: CT-DCS-1900050	4/01/19-3/31/20	Dept of Community Services	Honolulu County	125,000
4	Grants in Aid: CT-DCS-2000067	8/01/20-7/31/21	Dept of Community Services	Honolulu County	125,000
5	Grants in Aid: CT-DCS-2100065	8/01/21-7/31/22	Dept of Community Services	Honolulu County	125,000
6	Grants in Aid: CT-DCS-2200048	8/1/22-7/31/23	Dept of Community Services	Honolulu County	190,000
7	Small Business Relief and Recovery Fund (CARES Act), I	Received June 2020	CARES Act	Honolulu County	10,000
8	Small Business Relief and Recovery Fund (CARES Act), II	Received Sept 2020	CARES Act	Honolulu County	10,000
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PAAC Organization Chart – FY24

